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SEE PAGE 8 FOR NOTICE OF ANNUAL MEETING IN BOSTON ON
MARCH 20.

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NOTES ON THE NEW COLLEGE ENTRANCE REQUIREMENTS FOR 1923-1925

The 1920-22 Requirements, as published by the Secretary of the National Conference, fill eight pages. The 1923-25 Requirements call for six, and through moderate space-economy the six could be reduced to five. This will please the compilers of college catalogues.

The candidate is still permitted to choose between two plans, the Restrictive and the Comprehensive, identical in requirements except that under the Comprehensive plan no books for reading and study are prescribed, though a list of approved titles is given. This approved list remains practically unchanged, but no mention is made of the longer list included in the Report of the National Joint Committee on the Reorganization of High School English.

Under the Restrictive plan there are still an A and a B list. Here we note many changes, yet none making the purchase of new books imperative. That is, courses of study planned to meet the present requirements need not be upset. Studying the A list, we are impressed first of all with the greater degree of liberty granted. Not only are there additional titles—*King Henry V*, *Treasure Island*, *Kidnapped*, Franklin's *Autobiography*—but a number of units are designated by kind rather than specifically: "any four" of Tennyson's *Idylls of the King*, "a collection of representative verse, narrative and lyric"; "a collection of short stories"; "a collection of contemporary verse"; "a collection of prose writings on matters of current interest"; "a modern novel"; "two modern plays". We notice next that an entire group is made up of modern, one may almost say contemporary, works (plays, novels, short stories, verse, essays), the choice of appropriate material in this field being

left entirely to the instructor. Yet to safeguard those who do not care to have contemporary works form a part of the literature course, a loophole has been provided: permission to substitute units from other groups. In the B list, Browning's poems, lifted from the A list, take the place of Book IV of *The Golden Treasury*, and Arnold's *Wordsworth* is added to the essay group. The Washington—Webster—Lincoln unit has been so designated as to suggest the inclusion of additional addresses, perhaps by men of today.

The two prefatory paragraphs have been reworded. They now not only define the objectives of the study of English and suggest the ways in which these may be reached, but state in emphatic italics two broad requirements: (1) *habits of correct, clear, and truthful expression*; (2) *ability to read with intelligence and appreciation works of moderate difficulty, and familiarity with a few masterpieces*. Under the first of these, emphasis is laid on the necessity for constant insistence upon the elimination of such elementary speech-defects as foreign accent and obscure enunciation. Under the second, we note two suggestions. First, the "study of masterpieces should not be delayed till the senior year; second, the progressive course formed from the two lists should be supplemented by home reading on the part of pupils, and by classroom reading on the part of pupils and instructors. That is, there should be parallel to the more definite course, a supplementary course, including the reading of appropriate selections to the class.

The greatest change of all is found in the character of the examination under the Restrictive plan. The test in composition remains practically the same; but the examination on the books in the A list disappears. This part of the requirement is covered by certification. The candidate's ability to speak with a reasonable degree of correctness is also covered by certification. Examination on the B list books remains unchanged, with one important exception. The candidate may be asked to show his ability to grasp quickly the meaning of a passage of prose or verse that he has not previously seen and to answer simple questions on its literary qualities.

The outstanding features of the new requirements, then, are these:

1. A greater degree of liberty in regard to what shall be read.

2. Recognition of the advisability of paying some attention to contemporary writings.

3. A suggestion that some of the masterpieces in the A list call for a degree of study.

4. A suggestion that, parallel to the regular course in literature framed from the A and B lists, there should be a supplementary course, and that the instructor should read appropriate selections to his classes.

5. Recognition of the importance, in all composition work, of the formation of good habits—the habits of correct, clear, *truthful* expression.

6. The emphasis placed upon oral composition, particularly drill designed to correct personal speech-defects, foreign accent, and obscure enunciation.

7. Certification for the work done in connection with the A list; certification for oral English.

8. A lesser degree of difference between the two plans. Not only has the most important feature of the examination under the Comprehensive plan become a feature of the examination under the Restrictive plan, but the list of books for reading and study under the Restrictive plan has been materially lengthened and liberalized. Probably the element of choice is as great as it is safe to make it at a time when, because of a general shortage of teachers, our schools contain many inexperienced instructors who need, and welcome, a degree of guidance; at a time, too, when radical ideas are given free scope and sometimes lead to regrettable extremes.

ALFRED N. HITCHCOCK
Hartford Public High School

NATIONAL CONFERENCE ON UNIFORM ENTRANCE REQUIREMENTS IN ENGLISH

The Conference voted that the following requirement for the years 1923, 1924 and 1925 should be recommended to the constituent bodies for adoption:

The candidate may choose between two plans for preparation and examination, the Restrictive and the Comprehensive.

REQUIREMENTS UNDER THE RESTRICTIVE PLAN

I. *Habits of correct, clear, and truthful expression.*
This part of the requirement calls for a carefully graded

course in oral and written composition, and for instruction in the practical essentials of grammar, a study which ordinarily should be reviewed in the secondary school. In all written work constant attention should be paid to spelling, punctuation, and good usage in general as distinguished from current errors. In all oral work there should be constant insistence upon the elimination of such elementary errors as personal speech-defects, foreign accent, and obscure enunciation.

II. *Ability to read with intelligence and appreciation works of moderate difficulty; familiarity with a few masterpieces.* This part of the requirement calls for a carefully graded course in literature. Two lists of books are provided from which a specified number of units must be chosen for reading and study. The first, designated as the A List, contains selections appropriate for the earlier years in the secondary school. These should be carefully read, in some cases studied, with a measure of thoroughness appropriate for immature minds. The second, designated as the B List, contains selections for the closer study warranted in the later years. The progressive course formed from the two lists should be supplemented, at least by home reading on the part of the pupil and by class-room reading on the part of pupils and instructor. It should be kept constantly in mind that the main purpose is to cultivate a fondness for good literature and to encourage the habit of reading with discrimination.

THE A LIST

From each group two selections are to be made, except that for any book in Group V a book from any other may be substituted.

GROUP I: (a) Dickens's *A Tale of Two Cities*; (b) George Eliot's *Silas Marner*; (c) Scott's *Quentin Durward*; (d) Stevenson's *Treasure Island* or *Kidnapped*; (e) Hawthorne's *The House of the Seven Gables*.

GROUP II: Shakespeare's (a) *Merchant of Venice*; (b) *Julius Caesar*; (c) *King Henry V*; (d) *As You Like It*.

GROUP III: (a) Scott's *The Lady of the Lake*; (b) Coleridge's *The Ancient Mariner* and Arnold's *Sohrab and Rustum*; (c) a collection of representative verse, narrative

and lyric; (d) Tennyson's *Idylls of the King* (any four); (e) *The Aeneid* or *The Odyssey* in a translation of recognized excellence, with the omission, if desired, of Books I-V, XV, and XVI of *The Odyssey*.

GROUP IV: (a) *The Old Testament* (the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings, and Daniel, together with the books of Ruth and Esther); (b) Irving's *The Sketch Book* (about 175 pages); (c) Addison and Steele's *The Sir Roger de Coverley Papers*; (d) Macaulay's *Lord Clive*; (e) Parkman's *The Oregon Trail*; (f) Franklin's *Autobiography*.

GROUP V: (a) A modern novel; (b) a collection of short stories (about 150 pages); (c) a collection of contemporary verse (about 150 pages); (d) a collection of prose writings on matters of current interest (about 150 pages); (e) two modern plays.

All selections from this group shall be works of recognized excellence.

THE B LIST

One selection is to be made from each group.

GROUP I: Shakespeare's *Macbeth* or *Hamlet*.

GROUP II: (a) Milton's *L'Allegro*, *Il Penseroso*, and either *Comus* or *Lycidas*; (b) Browning's *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Lost Duchess*, *Up at a Villa*—*Down in the City*, *The Italian in England*, *The Patriot*, *The Pied Piper*, *De Gustibus*, *Instans Tyrannus*, *One Word More*.

GROUP III: (a) Macaulay's *Life of Johnson*; (b) Carlyle's *Essay on Burns*, with a brief selection from Burns's poems; (c) Arnold's *Wordsworth*, with a brief selection from Wordsworth's poems.

GROUP IV: (a) Burke's *Speech on Conciliation with America*; (b) a collection of orations, to include at least Washington's *Farewell Address*, Webster's *First Bunker Hill Oration*, and Lincoln's *Gettysburg Address*.

EXAMINATIONS UNDER THE RESTRICTIVE PLAN

The examination will be in two parts, each of which will occupy two hours. The first part will test powers of correct, clear, truthful expression. The candidate will write one or more compositions several paragraphs in length. For this purpose a list of eight or ten subjects will be provided. These may be suggested in part by the books in the A List, but a sufficient number from other sources will make it possible for the candidate to draw upon his own experience and ideas. He will not be expected to compose at a more rapid rate than three hundred fifty words an hour, but his work must be free from common errors in grammar, idiom, spelling, and punctuation, and should show that he understands the principles of unity and coherence. In addition, questions may be asked on the practical essentials of grammar, such as the construction of words and the relation of various parts of a sentence to one another.

The second part will test the faithfulness with which the candidate has studied the works in the B List and his ability to grasp quickly the meaning of a passage of prose or verse that he has not previously seen and to answer simple questions on its literary qualities. The examination may call also for the writing of a short composition.

In connection with the second part of the Restrictive Examination the candidate will be required to submit a statement certified by his principal specifying what books he has read during his secondary school course, and indicating the quality and character of his spoken English.

REQUIREMENTS AND EXAMINATIONS UNDER THE COMPREHENSIVE PLAN

The requirements under the Comprehensive Plan are identical with the requirements under the Restrictive Plan except that no books are prescribed for reading and study, the selecting of suitable works being left to the preparatory school. The appended list of works is in no sense prescriptive, but indicates by example the kind of literature secondary school pupils should be taught to appreciate. The Comprehensive Examination will test powers of correct, clear, truthful expression. The candidate will write one or more compositions several paragraphs in length. For this purpose a list of eight or ten subjects will be provided. It

will in addition enable the candidate to show that he has read, understood, and appreciated a sufficient amount of English literature. Questions will be asked that cannot be answered except by those who are able to apply what they have learned to passages of literature which they have not read before. The time of the Comprehensive Examination will be three hours.

THE COMPREHENSIVE LIST

I. All books found in the A and B Lists.

II. Shakespeare's *Midsummer Night's Dream*, *Twelfth Night*, *The Tempest*, *King John*, *Richard II*, *Richard III*, *Coriolanus*; Goldsmith's *She Stoops to Conquer*; Sheridan's *The Rivals*.

III. Malory's *Morte d'Arthur* (selections); Bunyan's *Pilgrim's Progress*, Part I; Swift's *Gulliver's Travels* (Voyages to Lilliput and to Brobdingnag); Defoe's *Robinson Crusoe*, Part I; Goldsmith's *Vicar of Wakefield*; Frances Burney's *Evelina*; Scott's novels; Jane Austen's novels; Dickens's novels; Thackeray's novels; George Eliot's *Adam Bede*, *Mill on the Floss*, *Romola*; Mrs. Gaskell's *Cranford*; Kingsley's *Westward Ho!*, *Hereward the Wake*; Trollope's *The Warden*; Lytton's *Last Days of Pompeii*; Blackmore's *Lorna Doone*; Hughes's *Tom Brown's Schooldays*; Stevenson's *David Balfour*, *Dr. Jekyll and Mr. Hyde*; Kipling's *Kim*, *Captains Courageous*, *Jungle Books*; Cooper's novels; Poe's tales (selected); Hawthorne's *Twice Told Tales*; Wister's *The Virginian*; Cable's *Old Creole Days*; short stories by various standard writers, as Bret Harte, Aldrich, Page, and Barrie.

IV. Addison and Steele's *Tatler* and *Spectator* (selections); Boswell's *Life of Johnson* (selections); Irving's *Life of Goldsmith*; Southey's *Life of Nelson*; Lamb's *Essays of Elia*; Lockhart's *Life of Scott* (selections); Thackeray's *English Humorists* (lectures on Swift, Addison, and Steele); Macaulay's *Warren Hastings*, *Milton*, *Addison*, *Goldsmith*, *Frederick the Great*, *Madame d'Arblay*, *History of England* (Chap. III); Trevelyan's *Life of Macaulay* (selections); Ruskin's essays (selections); Lincoln's *Speech at Cooper Union*, the two *Inaugurals*, the speeches in *Independence Hall* and at *Gettysburg*, the *Last Public Address*, the *Letter to Horace Greeley*, together with a brief memoir or estimate of Lincoln; Emerson's *Com-*

pensation, *Manners, Self-Reliance*; Thoreau's *Walden*; Lowell's *New England Two Hundred Years Ago*, *Democracy*; Burroughs's essays (selections); Warner's *In the Wilderness*; Curtis's *Prue and I*, *Public Duty of Educated Men*; Stevenson's *Inland Voyage*, *Travels with a Donkey*; Huxley's *Autobiography* and selections from *Lay Sermons*, including the addresses *On Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk*; Hudson's *Idle Days in Patagonia*; Clemens's *Life on the Mississippi*; Riis's *The Making of an American*; Bryce's *The Hindrances to Good Citizenship*; a collection of essays by Bacon, Lamb, DeQuincey, Hazlitt, Emerson, and later writers; a collection of letters by various standard writers.

V. Palgrave's *Golden Treasury, First Series* (selections); Pope's *The Rape of the Lock*; Goldsmith's *The Traveler* and *The Deserted Village*; a collection of English and Scottish ballads, for example, some *Robin Hood* ballads, *The Battle of Otterburn*, *King Estmere*, *Young Beichan*, *Bewick and Grahame*, *Sir Patrick Spens*, and a selection from later ballads; Macaulay's *Lays of Ancient Rome*, *The Battle of Naseby*, *The Armada*, *Ivy*, Tennyson's *The Princess*; Arnold's *The Forsaken Merman*, *Balder Dead*; selections from American Poetry, with special attention to Poe, Lowell, Longfellow, Whittier, and Holmes.

TWENTIETH ANNUAL MEETING

The Twentieth Annual Meeting of our Association comes on Saturday, March 20, at 9.45 A.M., in the lecture hall of the Boston Public Library. Subject: *Outside Aids in the Teaching of English*. Your program will be mailed to you with the March Leaflet in about ten days.

THE EDITOR APOLOGIZES

Owing to an editorial blunder the author's name was omitted in the January Leaflet, "Possibilities of Ethical Instruction through Literature" was written by Mrs. Mary H. Dowd, Mt. St. Mary Seminary, Hooksett Heights, N. H.

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